ENGLISH FOR SECONDARY SCHOOL

3

2019/2020

AMADEKAR

Ev pirtûk ji aliyê Komîteya Ingilîzî ve hatiye amadekirin.

LÊVEGER

- Komîteya Şopandinê
- Komîteya Fotoşopê
- Komîteya Redekteyê

Ev pirtûk ji aliyê Saziya Minhacan ve, wek pirtûka wanedayînê, ji bo dibistanan hatiye pejirandin.

CONTENTS

An Active Mind..7

Never Give Up..21

Renewable Energy..35

Prodigies..49

The Challenges of Being a Teenager 61

The Benefits of Honey....................................75

Leisure Time 87

The Meaning of Color 97

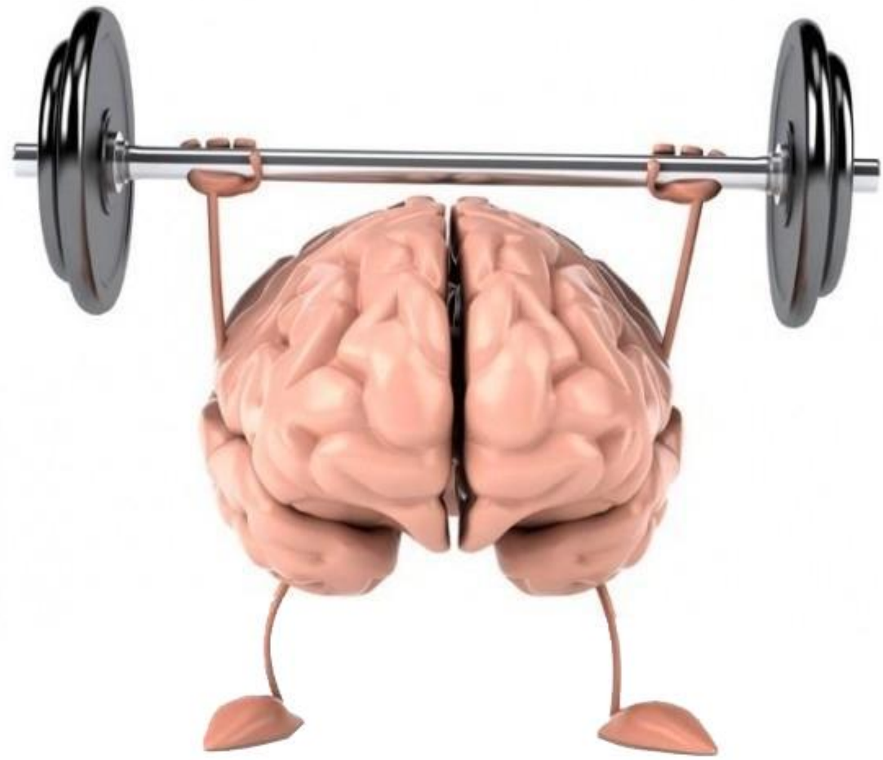
Writing a Story...111

Electronic Learning 123

Social Media..133

UNIT 1

An Active Mind



Vocabulary List

agility (n): the ability to move quickly and easily

meditate (v): to focus one's mind for a period of time in order to relax

multitask (v): doing several things at the same time

proficiency (n): a high degree of skill

vitality (n): being strong and active; having energy

It's no surprise that the more you help your body, the more you help your mind. Physical activity increases the flow of oxygen to your brain. It's not surprising that people who are in good physical shape also tend to enjoy a higher level of mental **agility.** Exercise is good for the brain and the body, and so is **meditating.** Meditation, in conjunction with other methods, is an alternative way to strengthen your mind. Calming the mind allows you to solve problems in a more relaxed way.

You might try the following tactics to increase your mental fitness:

► Stop multitasking

You may think that **multitasking** enables you to get more things done at once, but it actually creates more problems than it solves. Focusing on one task at a time will improve your concentration and help you to be more productive.

► Be positive

Positive affirmation is one avenue to increase mental **proficiency**. Affirmation, or talking to yourself in a positive way, helps your self-confidence and well-being. To start, make a list of your good qualities. Remind yourself that you don't have to be perfect. Set goals for what you want to improve. Start small to avoid becoming overwhelmed.

► Try something different

New experiences can also set you on the path to mental fitness. Try new foods. Try new ways to accomplish your daily tasks. Travel to new places. Take a new way to work or to the store. Keeping your brain active increases its **vitality.** Doing new things in new ways helps retain brain cells and connections. It may even produce new brain cells. In essence, breaking out of your routine can help your brain stay healthy.

► Have fun

Games that test reasoning are fun ways to keep your mind sharp. Consider games like crosswords, puzzles, and board games. Did you know that video games can actually make you smarter? Puzzle solving games are a workout for your brain, helping you to become a better and more creative problem solver and a faster thinker. Games are a great way to build up your brain muscle. Even fast-paced video games may strengthen your ability to learn new tasks.

► Learn new skills and practice old ones

Creative skills especially, like music, dance, and visual art, will exercise different parts of your brain and all have incredible benefits. Reading is also great for your brain. Even as you're reading this sentence, your brain is processing each word, recalling the meaning instantly. Reading helps you visualize the subject matter on the pages before you, and imagine what voices sound like in the written dialogue. This can also be a great relaxation technique. Reading is a great activity because it can stir up the imagination.

Mental fitness doesn't have to take up a lot of your time. Spending a few minutes on it every day can help you feel better and think more clearly. Remember that relaxation and visualization are just as important in a mental workout as the more energetic activities, such as memory exercises or game-playing.

- Read the text and answer the questions below.

1. What is the benefit of physical activity for our brains?
2. What is the result of multitasking?
3. Why should we be positive with ourselves?
4. What are some things you can do to improve mental fitness?

"Wish" vs. "Hope" in English

The two expressions **'I hope'** and **'I wish'** are very commonly used in our daily conversation. There is a slight difference between them.

■ The verb **wish** usually describes the **present** or **the past.**

■ The verb **hope** usually describes a possible **future situation**.

Form: Subject + **wish** + (that) + noun + past simple/past continuous

● I **wish** (that) I **had** more money now. (this describes a desire in the present)

● She **wishes** (that) she **were** taller.

● They **wish** (that) they **could** come.

The verb **wish** used this way is the same as the second conditional. All of these sentences describe unreal/imaginary situation that someone wants. Even though the grammar is in the past tense (I **wish** I had more money), the meaning is in the present. Any **wish** can also be expressed in the second conditional.

● Jameel **wishes** he had a car. = If Jameel had a car, he would be happy.

● I **wish** I had more time. = If I had more time, I could finish this project.

● She **wishes** her leg weren’t broken. = If her leg were not broken, she could play football.

Just like in the second conditional, we don't use **was** with the first person pronoun. Instead of saying, "I **wish** I was taller," it is more correct (grammatically) to say "I **wish** I **were** taller." These sentences, in the second conditional, would be "If I **were** taller, I **would** be happy." The idea is the same. We generally don't use **was**.

Remember, when we use **wish**, we always want for the opposite of the real situation now. Because of this, the verb changes from positive to negative, or negative to positive.

- **I am sick.**

The verb (is) changes to (**were**) in the past **(not was)**

Change to negative = **weren't**

It becomes: I **wish** I **weren't** sick.

- **I can't swim.**

The verb = **can't swim**

- Verb in the past = **couldn't swim**

- Change to positive = **could swim**

It becomes: I **wish** I **could swim.**

- Complete the following sentences with the correct verb form.

1. Jalal misses his home. Jalal wishes he ______ (be) home.

2. My apartment is small. I wish it _______ (not / be) so small.

3. Leyla can't sing. She wishes she _______ (can / sing).

4. I have to get up early for my new job tomorrow. I wish I ______ (not / have to) get up early.

5. It's raining now. I wish it ____ (not / rain).

6. I'm so tired. I wish I ______ (sleep) now instead of working.

Using wish to describe a past regret or mistake:

We can also use **wish** to talk about mistakes or regrets in the past.

Form: Subject + wish + that + noun + past perfect

- I **didn't** study enough when I was young.
  - I **wish** I **had studied** more.
- I **didn't** bring an umbrella.
  - I **wish** I **had brought** an umbrella.
- She **said** something impolite.
  - She **wishes** she **hadn't said** it.

I broke the dish.

The verb is **(broke)** → past perfect (had broken)

Change the verb from positive to negative = **hadn't broken**

It becomes: I **wish** I **hadn't broken** the dish.

She didn't tell me about the party.

The verb is **(didn't tell)** → past perfect (**hadn't told**)

Change from negative to positive = **had told**

It becomes: I **wish** she **had told** me about the party.

- Write the past perfect tense form of the verb used with the word wish.

1. I didn't wake up on time. I **wish** I _____ (**wake**) up on time.
2. Lisa arrived late. She **wishes** she _____ (**arrive**) earlier.
3. He forgot to bring his passport. He **wishes** he ______(**bring**) it.
4. I painted my room black, but it looks terrible. I **wish** I _______ (**not / paint**) it black.
5. There was too much salt in the soup. I **wish** the chef ______ **(use)** less salt.
6. She told me the ending of the movie, so now I don't want to see it. I **wish** I ________ (**not / speak**) to her.

Using "hope" to describe a future desire

Form: Subject + **hope** + (that) + present simple tense

1. I have a test tomorrow. I **hope** (that) I pass.
2. Jalal is looking for a job. He **hopes** (that) he gets a job soon.
3. It's cloudy. I **hope** (that) it does not rain.
4. The movie starts soon. I **hope** (that) it is interesting.

All of these examples talk about something that we want to happen in the **future** (**tomorrow, soon**). With the verb **hope**, we use the present simple tense even though we are talking about the future. However, some English speakers will use a future tense. This may not be grammatically correct, but it is still acceptable.

- I hope I pass = I hope I will pass.
- He hopes he gets a job = He hopes he will get a job.
- I hope it does not rain = I hope it won't rain.

- Complete the sentence with the correct verb form.

1. I **hope** there _______ (**be**) never a war again.
2. Joseph **hopes** that he _____ (**get**) a bicycle for Christmas.
3. I **hope** that it ___________ (**not/rain**) tonight.
4. Jenan **hopes** she ________ (**not/fail**) her exam.
5. I **hope** I _________ (**see**) you at the party tonight.

- Write the correct verb (wish or hope).

Jalal failed his test. He (**1**) _____ he had studied more. He (**2**) _______ he passes his next one.

My apartment is small. I (**3**) _____ I had a bigger apartment. I (**4**) _______ I didn't live here.

Riyad has a soccer game tomorrow. He (**5**) _______ his team wins. The game might be cancelled though, if it rains. He (**6**) _______ it doesn't rain.

"Exercise is good for the brain and the body."

- Write a paragraph about this saying.

Proverb: **Practice makes perfect**

Meaning: Doing an activity regularly is the way to become proficient in it. You cannot get good at something without practice.

Example: I started playing the violin two years ago. I was always upset that I wasn't as good as the musicians I listened to. However, I realized that I only practiced once a week. Six months ago, I started practicing every single night for twenty minutes. Since that time, my playing has improved a lot. I guess **practice makes perfect.**

Proverb: **Bad news travels fast**

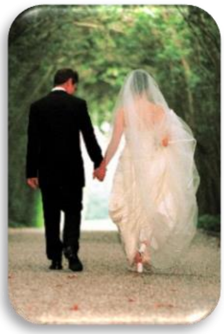
Meaning: People are quick to share bad news or bad information about someone, but good information is not reported as often.

Example: By twelve o'clock that day, everyone in the neighborhood had heard that Jimmy had been arrested. **Bad news travels fast** in our town.

Proverb: **Love is blind**

Meaning: Two people don't love each other based on physical appearance.

Example: Zozan and Muhammed got married last week. A lot of people in town didn't understand – Muhammed isn't the most handsome man, and Zozan is very beautiful. But **love is blind**, and Zozan married him because of his kind heart and sense of humor – not his looks.



Proverb: **A friend in need is a friend indeed**

Meaning: A person who helps you during a difficult time is someone you know you can rely on.

Example: While Kelly said she was too busy to help me take care of the house while my mother was sick, Linda immediately left work to come and help me. **A friend in need is a friend indeed.**

UNIT 2

Never Give Up

- Listen to and watch two of your classmates role- play the following dialogue.

Susan: I don't know what's got into you, Freddy! Just because you lost in the taekwondo competition, you're sulking, and you've given up playing!

Freddy: I'm a no-good bum. I can't do anything right.

Susan: Stop it, Freddy. You can't just quit now. There is a proverb that says,

"If you don't succeed the first time, try and try again."

Freddy: Oh, for heaven's sake! Where did you get that proverb from? Besides, I tried many times, but to no avail.

Susan: You know what? I think you're not trying enough. As the saying goes, "Where there is will, there is a way."

Freddy: What's your problem? Do you have a proverb assignment, and you're practicing on me?

Susan: No, I don't. I'm just trying to help you.

Freddy: What do you mean?

Susan: What I mean is that you should learn from your failures. Try to find out what you're doing wrong. Then you should practice every day until you master all the moves and motions of the art.

Freddy: Oh, come on, Susan. I'm doing that.

Susan: No, Freddy. You're not. You're not looking for your secret talents, and you're not giving the best of what you know.

Freddy: Well, I do imitate my coach and try to be as good as he is. Yet I'm not.

Susan: That is not enough. You should focus single-mindedly on your own strength.

Freddy: You're absolutely right. I should never accept failure. Instead, I should struggle to achieve my goals no matter what it takes.

Susan: That's better. Keep your morale high. If you really believe in yourself, you will be able to achieve your goals. Besides, as the saying goes, "Practice makes perfect."

Freddy: Here we go again. Another proverb!

- **Pair up with a partner, and practice the dialogue.**

- **Read the dialogue and answer the questions.**

1. Why does Freddy feel so bad?

2. What do you think Freddy is doing wrong?

3. How many proverbs does Susan mention?

4. List some of the pieces of advice that Susan gives Freddy.

5. What would you do to overcome your failures if you were Freddy?

- **Read the following paragraph silently, and then think about the meanings of the words in blue.**

I lived in a tough neighborhood where I was bullied and pinched by older kids. Many times, I tried imitating my friends to show that I was as strong as they were, but I always got beaten up. My daily life was a constant struggle to survive in this rotten area. I tried hard to draw myself up to face these persisting problems, because I wanted to prove to the world around me that I was capable of taking care of myself. As I grew older, my motions and actions became stronger, until I was able to overcome my defeat. The days when I went into a corner to cry were over. I mastered the tough street life that I was exposed to by learning from my failures.

- Read the definitions below, and then check how accurately you have guessed their meanings.

pinch: to press so as to hurt

imitate: to make or do something like

struggle: try hard; work against difficulties

draw: pull; haul

motions: movements

master: become skillful at

- **Choose the best answer.**

1. Sami likes to _________ the way his friend talks.

a. frighten **b.** speak **c.** imitate **d.** write

2. Living on the streets was a ______ for a young boy.

a. struggle **b.** pleasure **c.** dream **d.** delight

3. He cried after being _______.

a. imitated **b.** praised **c.** mastered **d.** pinched

4. No matter how he tried, his _________ were still weak.

a. efforts **b.** legs **c.** motions **d.** deeds

5. _________ water from the well was very difficult for a young boy.

a. spilling **b.** pouring **c.** changing **d.** drawing

6. In the end, he was able to _______ the skill of playing guitar.

a. master **b.** live **c.** give **d.** practice

"Enough"

Using "enough" with adjectives and nouns

I have $10,000 and I want to buy this car:

Unfortunately, this car costs $100,000.

I don't have **enough money**. The car is very expensive and I will never be **rich enough** to buy it.

Look at the sentence above, it uses **enough** in two different ways. Can you see them? What is different about the way we use **enough**?

There are two examples in the sentence. Let's look at them separately:

1. **"I don't have enough money."**
   (**money** is a noun, so it comes after enough.)

2. **"I will never be rich enough."**
   (**rich** is an adjective, so it comes before enough.)

Let's look at the two rules:

1. **enough** + **noun**

- There is not **enough food** for everybody; go and buy some more.

2. **adjective** + **enough**

- He is not **tall enough** to play basketball.

The **adjective** goes before **enough** and the **noun** goes after **enough**.

Complete the sentences with enough / not enough and words from the box.

fast	tall	time	hot	beds	water

1. He wants to be a basketball player but he's ______.
2. I am so busy! I want to sit and relax but I just don't have ______.
3. He tried to win the race, but he finished in third place. He wasn't _______.
4. This bath is freezing! The water is _____.
5. You will have to sleep on the floor because there are ______.
6. There is ________ to make a cup of tea! What is wrong with the pipes?

Using "so"

As an adverb, so is an intensifier. It intensifies, or makes stronger, the adjective or adverb that follows it. So is used like very, but so is a much stronger exclamation.

So is used **before** the **adjective or adverb**.

Form: So + adjective/adverb (**no noun**)

- She is **so thin.**
- Don't be **so naive!**
- This movie is **so long**.
- That's **so cool!**

So can't be used before an **adjective** if it is followed by a **noun.**

~~She is **so** a **beautiful woman**.~~
~~She is a **so beautiful woman**.~~

Instead, before a noun use **such**:

such + adjective + noun

- She is **such** a **beautiful woman**.
- I love my new friend. He's **such** a **great person**!
- You live in **such** a **nice neighborhood**.
- He is **such** a **great singer**!
- We had **such** a **lovely day** today! The weather was **so nice**.

So much and **so many** can be used when you want a stronger way of saying "a lot".

With an uncountable noun, use so much.

- I have **so much studying** to do before the test tomorrow!
- Have you ever seen **so much food**?
- There is **so much work** to be done before the house is clean!

With a plural noun, use so many:

- I've never seen **so many people** in one place!
- She's really popular. She has **so many friends**!
- I took **so many** beautiful **pictures** when I was on vacation!

- Use the correct phrase ("so", "so many" or "so much").

1. I didn't know that there were ________ animals in that zoo.
2. Yesterday, he bought ______ presents that I had to help him carry them.
3. There is _____ pollution in the world!
4. Mark is ______ patient with his pupils!
5. Don't put ________ sugar in my cup, please!
6. I was ____ thirsty that I drank the whole bottle of water.
7. _____ children love chocolate!
8. Why do you spend ________ time on computer games?

Review: Using "because" to connect sentences

Alex went shopping. Why?
She needed to buy bread.

Now, let's use **because** to put the two sentences together.

Alex went shopping **because** she needed to buy bread.

We can also say it in another way:

Because she needed to buy bread, Alex went shopping.

Notice that when you use **because** at the beginning of the sentence, you must use a comma **(,)** after the first part (which is called the adverb clause.)

- Rewrite the sentences twice, connecting them with *because* in the middle and at the beginning.

Example:

1. Talal doesn't like school. The other children tease him.

  - **a.** Talal doesn't like school because the other children tease him.
  - **b.** Because the other children tease Talal, he doesn't like school.

2. Michael works hard. He needs to earn money.

3. Awaz eats chocolate every day. She likes it.

4. All of the employees will have a party. It's the boss's birthday.

- Discuss the following with your friends.

- What advice would you give a friend who wants to give up on one of their hobbies?

- Write a paragraph about a time you wanted to quit something. How did you feel? Did you give up, or did you keep trying?

Proverb: Many hands make light work

Meaning: A task gets much easier when more people work together to help complete it.

Example: We worked for days in the hot sun and only finished a small part of the house. However, when the rest of the workers arrived, we finished the house in just a few hours, because **many hands make light work.**

Proverb: Early to bed, early to rise…

Meaning: The full version of this proverb is "Early to bed, early to rise, makes a man healthy, wealthy, and wise". Basically, this means that a good night's sleep is essential for one's health and success.

Example: I wanted to stay up late playing computer games, but my mother reminded me of the phrase, **"early to bed, early to rise, makes a man healthy, wealthy, and wise".** She was right – after all, I did have an important exam the next day.

Proverb: Beggars can't be choosers

Meaning: If someone gives you something that you need or asked for, you shouldn't complain about what you get.

Example: Bassam forgot his pencil in class yesterday. He went around the class asking many classmates for a pencil to use. I pulled a pink pencil out of my bag and handed it to him. He made a face and said that he didn't like the color pink. I reminded him that **beggars can't be choosers**, and that if he needed a pencil he couldn't afford to be picky about its color.

Proverb: One man's trash is another man's treasure

Meaning: Something that may have no value or meaning to one person may be very useful or special to someone else.

Example: Rami collects all the plastic bottles that he sees. Many people think it is strange that he spends his time collecting garbage. But when he takes them home, Rami uses the bottles to make all kinds of interesting things. So far, Rami has made lamps and air conditioners out of them! **One man's trash is another man's treasure.**

UNIT 3

Renewable Energy

conventional (adj): something that is generally done or believed; normal or regular

fossil fuel (n): a non-renewable fuel formed from the ancient remains of dead organisms, for example coal or gas

alternative (adj): relating to actions or activities that are not traditional

harness (v): to control and use something, particularly an energy resource

steam (n): the white mist that is formed when water is heated

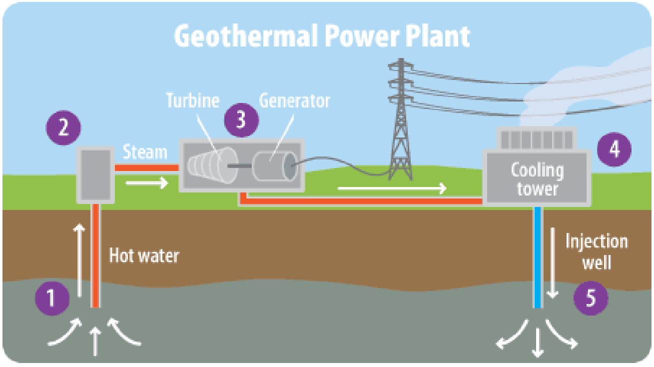
Energy is everything. It comes in many forms: thermal energy (heat), electrical energy (electricity), chemical energy, nuclear energy, sound energy and light energy. We use energy for almost everything in our daily lives, from heating our homes to cooking food to watching television. **Conventional** energy sources such as coal and oil are the main contributors to the global warming. Furthermore, these **fossil fuels** are not renewable, which means one day we will run out of them.

The good news is that **alternative** sources of energy can replace the current technologies we are using. These renewable energy sources are also environmentally friendly because they emit less carbon dioxide, compared to fossil fuels. There are many alternative sources of energies that **harness** natural forces such as solar power, wind power, and geothermal energy.

From an environmental perspective, **solar power** is one of the best alternative sources of energy. It is the light and the heat from the sun, which are joined to generate power. It is created by converting the sun's rays into electricity using solar panels. Additionally, solar panels change the sunlight that hits them into heat, which is used to heat homes and water.

Wind power is one of the oldest forms of energy. It is the use of the wind to produce electricity. In the past, people used it to power boats, to pump water, and to dry clothes. Today, we use it to produce electricity. In this technology, when the wind blows, it rotates the blades of wind turbines. This rotation runs electric generators.

Geothermal energy It is one of the main alternative sources of energy. It is the heat of the earth, which is continuously produced in the earth's core. It is very beneficial to the earth and its atmosphere, as it doesn't produce any pollution. In this technology, wells are drilled to pump heated water and steam. Then, that steam and heated water are purified to drive turbines and generators which produce electricity. The water that is left over is cooled and put back into the earth, where the cycle begins again.



- **Read the text and answer the questions.**

1. Is it possible to live without energy?

2. Name some forms of energy.

3. What are the alternative sources of energy that harness natural forces and resources?

4. What are the benefits of solar panels?

5. Is wind power a new technology?

6. What is 'geothermal energy'?

Review: Passive Voice

Passive voice is used when the focus is on the action. It is either not important or not known who or what is performing the action.

- My bike **was** **stolen.**

In the example above, the focus is on the fact that the bike was stolen. I do not know, however, who did it.

Sometimes a statement in passive voice is more polite than active voice, as the following example shows:

- A mistake **was** **made**.

In this case, I focus on the fact that a mistake was made, but I do not blame anyone.

Form: Subject + verb "to be" + past participle

- A letter was written.

Question form:

1. **Verb "to be" + Subject + Verb 3 + ?**
2. **Question word + verb "to be" + Subject + Verb 3 + ?**

- Was the letter written at home?
- Where was the letter written?

Tense	Active Voice	Passive Voice
present simple	**I make a cake.**	**A cake is made (by me).**
present continuous	**I am making a cake.**	**A cake is being made (by me).**
past simple	**I made a cake.**	**A cake was made (by me).**
past continuous	**I was making a cake.**	**A cake was being made (by me).**
present perfect	**I have made a cake.**	**A cake has been made (by me).**

Verbs with two objects

Some verbs that have two objects can make two different active sentences, and so two different passive sentences too:

Sentence 1: The professor **gave** the students the books.
Sentence 2: The professor **gave** the books **to** the students.

There are two objects in each of the previous sentences:
Object 1 = indirect object → **the students**
Object 2 = direct object → **the books**
An indirect object is very often **a person**; a direct object is **a thing**. When a direct object is followed by an indirect one, we put **to** in front of the indirect object.

Active: He gave me the book / He gave the book to me.

You can choose either of the two objects to be the subject of the passive sentence.

Passive: I was given the book (**by him**).

The book was given to me (**by him**).

Other verbs like this are: **ask**, **offer**, **teach**, **tell**, **lend**, **promise**, **sell**, **throw**.

- Rewrite the sentences in active voice.

1. The child was hit by a car.
    a. A car hit the child.
2. The car was invented by Karl Benz.
3. The club was founded by Rewan and Raman.
4. The computer is used by Pesheng.
5. Coffee is sold by Maryam.

- Make correct passive phrases.

1. a prize **/** to win (**Simple Past**)
    a. A prize was won.
2. songs **/** to sing (**Simple Past**)
3. stories / to tell (**Simple Present**)
4. English / to speak (**Simple Present**)
5. volleyball / to play (**Simple Past**)
6. books / to write (**Simple Past**)

- Are these sentences in active or passive voice?

1. They are listening to their music.
2. Lots of houses were destroyed.
3. They often read e-mails.
4. Steven likes to play baseball.
5. He lost his keys yesterday.
6. French is spoken in Niger.

- **Rewrite the sentences in active voice.**

1. The dog was hit by a car.
2. The computer is used by Kalo.
3. The exercise is completed by the students.
4. The president was elected by the people.
5. The bag was packed by his mother.

- **Rewrite the sentences in passive voice.**

1. John cleaned the bathroom.
2. My friend bought a new car.
3. They understand Spanish.
4. The mechanic repairs cars.
5. The teacher closes the window.

Passive Voice: Present Continuous

Form: Subject + verb "to be" + being + Verb 3

- Rewrite the sentences in passive voice.

1. Pela is drinking a cup of tea.

a. A cup of tea is being drunk by Pela.

2. The farmer is milking the cows.

3. She is taking a picture of him.

4. I am writing a poem.

5. We are not playing football.

6. He is not wearing a tie.

7. Is she preparing the party?

8. Are they talking about the meeting?

9. Is she watering the flowers?

10. Their mother is not driving them to school.

Passive Voice: Past Continuous

Form: Subject + verb "to be" (was/were) + being + Verb 3

- Rewrite the sentences in passive voice.

1. We were talking about Francis.
   a. **Francis was being talked about by us.**
2. He was playing the guitar.
3. She was watching a film.
4. I was repairing their bikes.
5. They were not eating dinner.
6. We were not painting the gate.
7. You were not driving him home.
8. Were they carrying bags?

- Discuss the following with your friends.

- Why is it important to find alternative sources of energy?

- What are the advantages and disadvantages of each energy source discussed in this lesson?

- If you had to help design a new city, which energy resources would you use to power the city? Write a paragraph.

Proverb: **Rome wasn't built in a day**

Meaning: The entire city of Rome wasn't built in a single day. Complicated tasks take time. They should not be rushed.

Example:

Abdurrahman was very frustrated that he couldn't finish his school project in a single day. I told him to calm down and take his time. **Rome wasn't built in a day**, and he shouldn't expect to finish his complex project so easily.

Proverb: **Better safe than sorry**

Meaning: It is smarter to be cautious and careful than to do something you may regret later.

Example: When we got in my car, I told my friend to put her seatbelt on. "**Better safe than sorry**," I said. "It's better to take the time to put your seatbelt on now than to be injured if we have an accident."

Proverb: History repeats itself

Meaning: The same kinds of events happen over and over again.

Example: Sweden invaded Russia in 1707. The French Ruler Napoleon invaded Russia in 1812, and the German Army invaded Russia in 1941. The fact that all of these armies attacked Russia and all suffered crushing defeats is proof that **history repeats itself.**

UNIT 4

Prodigies

Vocabulary List

prodigy (n): a child who is unusually talented in some way

genius (n): a very smart or talented person

untimely (adj): happening at an unsuitable time

perpetual (adj): continuing forever or for a very long time without stopping

nunnery (n): a place where nuns live

prestigious (adj): having high status

grueling (adj): extremely tiring and demanding

A child **prodigy** is someone who is a master of one or more skills or arts at an early age. A prodigy is someone who, at a young age, displays expert proficiency or a profound grasp of a field usually only undertaken by adults. A child prodigy can be an expert in any field, from music to math to art and language.

1. Wolfgang Amadeus Mozart

The Austrian-born **genius** first played the harpsichord (an old musical instrument) when he was just 3 years old. He composed his first piece of published music at age 5, and by his teen years, he had already written several operas and symphonies. Mozart and his sister Maria travelled widely through Europe, showing their talents in royal courts and public concerts. From Germany to Paris, audiences marveled at the boy wonder's ability to play the piano blindfolded or with one hand crossed over the other. Mozart would eventually grow into one of Europe's most celebrated and creative composers. Before his **untimely** death at age 35, he wrote more than 600 pieces of music.

2. Sor Juana Inés de la Cruz

Born in Mexico in 1651, Sor Juana Inés de la Cruz learned to read as a child and quickly read all the books in her grandfather's library. Though she did not have any formal education because of her gender, she wrote poetry at age 8. As a teenager, she studied Greek logic and learned both Latin and an Aztec American Indian language called Nahuatl. When she was 17, she was famously tested by a group of 40 university professors. All of them were shocked by her deep knowledge of philosophy, mathematics and history. The former child prodigy entered a **nunnery** at age 20 and spent the rest of her life as an isolated nun. She continued her studies, and eventually established herself as one of the 17th century's most popular authors of drama, poetry and prose.

3. Pablo Picasso

As the son of a painter, Pablo Picasso had a brush in his hand from an early age. He could draw before he could talk. His mother claimed that when he finally spoke, his first words were to ask for a pencil. Picasso made his first oil painting when he was 9 years old. At age 14, he was admitted to a **prestigious** art school in Barcelona. He produced more than 22,000 artworks over the next eight decades.

4. Marie Curie

Born in Warsaw, Poland, Marie Sklodowska was the child of two teachers who placed great importance on education for all of their children. Just by watching her four older siblings, by age four Marie had taught herself how to read in Russian and French. She helped her brothers and sisters with their math homework. Even at a young age she could remember events that happened years before. As a teenager, Marie really wanted to attend university. However, her family couldn't afford it, so she spent five **grueling** years earning money as a tutor. In 1891, and she finally went to the Sorbonne College in Paris. There, she discovered future husband Pierre Curie, along with the radioactive elements radium and polonium. She and her husband won a Nobel Prize together. After Pierre's death in 1906, Marie continued her work, winning her second Nobel Prize at age 44.

- Read the four texts and answer the questions.

1. What does the word "prodigy" mean?
2. When did Mozart take up the harpsichord?
3. What did de la Cruz do despite of her lack of official education?
4. What were Picasso's first words?
5. In what languages could Marie Curie read?

Forming Adjectives

Typical adjective endings

Some adjectives can be identified by their endings. Typical adjective endings include:

-**able**/-**ible**: understandable, capable, readable, incredible

-**al**: mathematical, functional, influential, chemical

-**ful**: beautiful, bashful, helpful, harmful

-**ic**: artistic, manic, rustic, terrific

-**ive**: submissive, intuitive, inventive, attractive

-**less**: sleeveless, hopeless, groundless, restless

-**ous**: gorgeous, dangerous, adventurous, fabulous

Sometimes when adding these endings changes have to be made. Here are some rules for forming adjectives and their exceptions:

Add	Exceptions	word	Adjective
- al	if ending with an '**e**' drop it	nature	natural
- y	If ending with an '**e**' drop it	ice	icy
- ful	If ending with a '**y**', replace with an '**I**'	beauty	beautiful
-ous/ ious	If ending with a '**y**' drop it	mystery	mysterious
-ic	If ending with a '**y**' drop it	history	historic

Adjectives can be formed from different words. They can be formed from nouns:

noun	adjective
accident	accidental
danger	dangerous
length	long
star	starry
wind	windy

They can also be formed from verbs:

verb	adjective
enjoy	enjoyable
help	helpful
obey	obedient
play	playful
talk	talkative

Or even from other adjectives:

adjective	adjective
comic	comical
correct	corrective
elder	elderly
red	reddish
sick	sickly

Examples:

1. Our house color is a kind of **yellow**.

→ We live in a **yellowish** house.

2. He often acts like a **child**.

→ He often acts in a **childish** way.

3. The event was a big **success**.

→ We enjoyed a **successful** event.

4. We enjoyed the sound of the drum's **rhythm**.

→ We enjoyed the drum's **rhythmic** sound.

5. She adopted a boy without a **home**.

→ She adopted a **homeless** boy.

6. Look out, that plant is **poison**.

→ Look out for that **poisonous** plant.

7. It looks like it will **rain** today.

→ It looks like we'll have **rainy** weather today.

8. She always acts with **courtesy**.

→ She always behaves in a **courteous** manner.

9. Her hair is **pretty**.

→ She has the **prettiest** hair.

10. We go for a walk each **day**.

→ We go for a **daily** walk.

- Choose the adjective from each of the following groups of words:

1.	**a.** inventive	**b.** invent	**c.** invention
2.	**a.** curiosity	**b.** curious	**c**. curiousive
3.	**a.** strength	**b.** strong	**c.** strengthen
4.	**a.** long	**b.** length	**c.** lengthen

- Form adjectives from the following nouns:

1. smell
2. loyalty
3. faith
4. energy

- Form adjectives from the following verbs:

1. differentiate
2. generalize
3. practice
4. ignore

- Form adjective from the following adverbs:

1. well
2. generally
3. socially
4. slowly

- Write a paragraph about a prodigy you know or read about.

Proverb: A bad worker blames his tools

Meaning: If someone does a job badly, they will often blame their equipment or other factors rather than admit their mistakes.

Example: When it started raining yesterday, rain started dripping through the roof of my new house. I angrily called the workers who had built the house and asked them why my bedroom was full of water. They said that the cement was bad quality. "Only **a bad worker blames his tools.**" I said, and demanded that they come and fix the poor work they had done.

Proverb: A drowning man will clutch at a straw

Meaning: Someone who is desperate will look for help anywhere, even if it is really no help at all.

Example: My uncle is losing his hair. He is so desperate to stop himself from going bald, that he went to my grandfather for advice. Now he rubs raw eggs on his head every morning! I suppose that even **a drowning man will clutch at a straw** if he is desperate enough.

Proverb: **A picture is worth a thousand words**

Meaning: An image can often tell a story better than words can.

Example: My father told me a story about the time he went hiking in the mountains. He described to me in great detail how beautiful the mountains were. Finally, he showed me a picture of the mountains, and smiled as I marveled at the beauty. "I'm glad I saved this picture." He said. "I can talk about the mountains all day, but **a picture is worth a thousand words**."

UNIT 5

The Challenges of Being a Teenager

Vocabulary List

peer pressure (n): influence from members of one's group of friends

adolescent (n): a person in the process of becoming an adult; a teenager

rebel (v): to resist authority or control

curfew (n): a rule requiring people to remain inside during certain hours, usually at night

puberty (n): the physically changes of the body between childhood and adulthood

status quo (n): the existing state of affairs; the norm

navigate (v): to travel on a course

Being a teenager is much harder than being an adult. Teenagers are constantly under an immense amount of stress. Their bodies are changing physically and mentally, and they have to deal with social issues like **peer pressure**. Many do not get enough sleep because of everything going on in their lives. Balancing school and afterschool activities are a lot for teenagers to handle. In addition to this, trying to decide which university subjects or which careers interest them is even harder. The thought that the rest of your life could be affected by the decisions you make in high school is a scary thought for many young people.

Teenagers are put under a lot of pressure. Between **balancing** school, work, and other things, teens barely have any time to relax and enjoy being young. Adults have very high expectations. They expect their sons and daughters to do chores around the house, play sports, work, and get good grades. The need to please their parents can be stressful. Also, all of these things take up time. Many teenagers are up late finishing their homework, since they were busy all day with work, sports, and school. As a result, many teenagers do not get enough sleep.

For the most part, adults have their lives figured out. Many have jobs and families. Teenagers still need to decide what they are going to do with their lives. Even if a teenager thinks that they have their life planned out, things can change. One of the hardest decisions that teenagers will ever make is deciding what to do after they finish school. It’s a life changing decision that adults expect **adolescents** to make. Choosing the right path can put a lot of stress on teenagers.

The final years of high school are when a teenager begins to become an adult. Although they are not yet an adult, they are expected to act like one. They try to break away from their parents' influence. However, they are not ready to go off on their own. As a result, parents and their teenagers often argue. This leads to teenagers **rebelling** against their parents. For example, they may stay out past **curfew**. Another reason teenagers may defy their parents is they are still figuring out their identity. This could lead them to argue with their parents and experience mood swings.

Another issue teenagers have is that their bodies are changing. Adults have already gone through those awkward **puberty** moments. Teenagers are still developing, and not just physically. Teenagers can be quite emotional, moody and dramatic. Instead of thinking rationally, they let their feelings cloud their judgement.

Peer pressure is a major issue among many teenagers. Sometimes, teens can make bad decisions, like trying drugs or alcohol, because they are pressured into doing so. They are scared of being outcasts if they don't do what their friends are doing. Teens are also pressured into fitting in with the **status quo**. Some teens spend their money on expensive things like clothing because they want to fit in with everyone else. A lot of teenagers are scared that if they do not wear the newest clothes, they will be rejected by their peers.

Adults have it much easier than teenagers do. While teenagers are still **navigating** their way through life, many adults have already created lives for themselves. Growing up is difficult for teenagers because they want to break free from their parents' authority, but are unable to. Between balancing out school and other endeavors, teenagers don't have much free time for themselves. On top of all of this, trying to figure out who they are as an individual is challenging. Adolescence can be the hardest time in one's life because it prepares one for the next chapters of life.

- Answer the following questions.

1. What is peer pressure?
2. What are some of the difficulties that teenagers experience that adults do not?
3. What things do teenagers have to find a balance between?
4. What are some reasons that teenagers may not get along with their parents?

- Discuss the following with your friends.

- Have you ever experienced peer pressure? How did you react to it?
- What would you tell a friend who was pressuring you to do something you thought was a bad idea?
- Do you agree with the text that being a teenager is harder than being an adult? Why or why not?

- An older family member comes to you, frustrated that their teenage child is misbehaving.

"He/She is not even an adult yet! What could possibly make his/her life so difficult?" They say to you.

What would you tell this family member? Write a paragraph.

Adverbial Clauses of Time

After, Before, When

The time expressions **after**, **before** and **when** are used to show when something happens in the past, present or future. They are subordinating conjunctions which introduce a dependent clause. They can be used at the beginning or in the middle of the sentence.

1. I went to school **after** I had finished my homework.
2. She takes the train **when** she travels to London.
3. Mary finished the report **before** she made the presentation.

OR

1. **After** we have discussed the issue, we can make a decision.
2. **When** we get up, we take a shower.
3. **Before** we left, we visited our friends in Rimelan.

After, **before** and **when** introduce a full clause and require a **subject** and **verb**. Therefore, the time expressions **after, before** and **when** introduce **a verb clause.**

After

The action in the main clause occurs after what occurs in the time clause with **after.** Notice the use of tenses:

Future: What will happen **after** something occurs.

Time clause: present simple
Main clause: future

1. We'll discuss the plans **after** he gives the presentation.
2. Jack is going to propose to Jane **after** they have dinner on Friday.

Present: What always happens **after** something else occurs.

Time clause: present simple
Main clause: present simple

1. Alison checks her mail **after** she gets home.
2. David plays golf **after** he mows the lawn on Saturdays.

Past: What happened **after** something (had) occurred.

Time clause: past simple or past perfect
Main clause: past simple

1. They ordered 100 units **after** Tom (had) approved the estimate.
2. Mary purchased a new car **after** she (had) researched all her options.

Before

The action in the **main clause** happens **before** the action described in the time clause with **'before'.** Notice the use of tenses:

Future: What will happen **before** something else occurs in the future.

Time clause: present simple
Main clause: future

1. Before he completes the report, he **will** check all the facts.
2. Jiyan **will** speak with Jack **before** she makes a decision.

Present: What happens **before** something else occurs on a regular basis.

Time clause: present simple
Main clause: present simple

1. I take a shower **before** I go to work.
2. Dilovan exercises every evening **before** he eats dinner.

Past: What (had) happened before something else occurred at a point of time in the past.

Time clause: past simple
Main clause: past simple or past perfect

1. She had already eaten **before** he arrived for the meeting.
2. They finished the discussion **before** he changed his mind.

When

The action in the main clause happens when something else occurs. Notice that '**when**' can be used for different times depending on the tenses used. However**, 'when'** usually shows that something happens after, or as soon as, something else.

Future: What happens **when** something else occurs in the future.

Time clause: present simple

Main clause: future

We'll go out for lunch **when** he comes to visit me. (general time) Aras will give me a call **when** he gets the confirmation. (after in a general sense **-** it could be immediately, or later)

Present: What always happens **when** something else occurs.

Time clause: present simple
Main clause: present simple

We discuss the bookkeeping **when** she comes every month. Susan plays golf **when** her friend Mary is in town.

Past: What happened **when** something else (had) occurred. The past tense of '**when**' can indicate that something happened regularly or one specific time in the past.

Time clause: past simple

Main clause: past simple

She took the train to Pisa **when** he came to visit her in Italy. (once, or on a regular basis).

They had a great time seeing the sights **when** they went to Serekaniye.

- Conjugate the verbs in brackets based on the word in parentheses.

1. She ____ (**take**) the subway **when** she _____ (**go**) into town every week.
2. I _____ (**prepare**) dinner **before** my friend ______ (**arrive**) yesterday evening**.**
3. We ______ (**go**) out for drinks **after** we ______ (**get**) to the hotel next Tuesday.
4. **Before** I ______ (**answer**) his question, he ______ (**tell**) me his secret.
5. Baran usually ______ (**use**) a bilingual dictionary **when** he _______ (**read**) a book in German.
6. **When** he _____ (**arrive**) next week, we _____ (**play**) a round of golf.
7. She _____ (**order**) a hamburger **when** she _____ (**go**) to a restaurant with me last week.

Proverb: The grass is greener on the other side

Meaning: People always think that they would be happier in a different situation. It may seem that other people may be in a better situation that you, but the reality may be different.

Example: Nadia was always complaining about our hometown. "It's so boring," she would say. "I can't wait to move to the big city." I tried to tell her that there were problems with the city too, but she didn't listen. Two years after moving to the city, she returned to our town for a visit, and admitted that city life wasn't as glamorous as she thought. "I thought that the **grass was greener on the other side**, but it turns out that there are just as many problems in the city as there are here at home."

Proverb: No man is an island

Meaning: No one can live completely alone. Everyone must rely on other people in order to survive.

Example: Kawa always thought he didn't need friends. He told everyone he could live all by himself without any help. But one day, he got very ill, and his friends had to take him to the hospital. "**No man is an island**," they told him. "Everyone needs help sometimes."

Proverb: Better late than never

Meaning: Doing something late is better than not doing it at all.

Example: Last Saturday, I was scrolling through my social media when I saw that I had forgotten my friend's birthday the day before! I hurried to the store to buy her some new clothes, and then rushed over to her house to give her her gift. "I am so embarrassed!" I said. "I forgot your birthday. Here is your gift. I'm sorry it's late." She just smiled. "That's okay. **Better late than never**." she said.

UNIT 6

The Benefits of Honey

Vocabulary List

beehive (n): where bees live

regurgitate (vomit) (v): to bring food that has been swallowed back to and out of the mouth

antioxidant (n): a substance in food that prevents harmful chemical reactions in the body

allergy (n): when a person's immune system reacts to substances that are normally harmful to others (dust, pollen, etc.). Commonly includes sneezing, watery eyes or runny nose

pollen (n): a fine powder, usually yellow in color, that is created by the male part of a plant and transported via the wind, insects or animals to fertilize other flowers

Since ancient times, honey has been used as both a food and a medicine. Honey is particularly healthy when used instead of pure sugar.

Honey is a sweet, thick liquid made by honeybees. The bees swarm their environment and collect the sugar-rich nectar of flowers. Then inside the **beehive**, they repeatedly eat, digest and **regurgitate** (vomit) the nectar. The end product is honey, a liquid that is supposed to serve as stored food for the bees. The smell, color and taste depend on the types of flowers the bees visit. Here are some health benefits of honey:

- **High-quality honey is rich in antioxidants.**

Antioxidants have been linked to reduce risk of heart attacks, strokes and some types of cancer. They may also promote eye health. Honey contains a number of antioxidants.

- **Honey is “less bad” than sugar for diabetics.**

Some studies show that honey improves heart disease risk factors in diabetics. However, it also raises blood sugar levels, so it cannot be considered “diabetic-friendly.”

- **Honey promotes burn and wound healing.**

When applied to the skin, honey can be part of an effective treatment plan for burns, wounds and many other skin conditions. Of course, all burns and wounds should be seen by a doctor before attempting to treat them with honey first.

- **Honey can help suppress coughs in children.**

Coughing is a common problem for children with upper respiratory infections. It can affect sleep and quality of life, for both the children and their parents. For children over one year of age, honey can act as a natural and safe cough suppressant, and can soothe a sore throat. Some studies show that it may be more effective than cough medication.

- **It's delicious, but still high in calories and sugar.**

Honey is a delicious, healthier alternative to refined sugar. Make sure to choose a high-quality brand, because some of the lower-quality ones may contain syrup.

Keep in mind that it should only be eaten in moderation, as it is still high in calories and sugar. The benefits of honey are most obvious when it is replacing another unhealthier sweetener.

- **Consuming raw honey may help with seasonal allergies.**

While there is no scientific evidence linking raw honey with allergy relief, there is anecdotal evidence that shows that eating small amounts of raw honey may help with allergies. This is because honey contains small amounts of **pollen**. If someone with allergies regularly consumes small amount of pollen from local honey, it may get their body accustomed to the pollen they are allergic too. However, this only works with local, raw honey removed from the hive and bottled directly.

- Read the text about honey and its benefits and answer the questions.

1. What is honey? (write its definition)
2. Which do the smell, color and taste of honey depend on?
3. What is the function of antioxidants in honey?
4. What is the benefit of having honey for children over one year of age?

The word "**get**" has many different uses in English.

"Get" means **"receive"** or **"have"**

1. Actually, can I **get** salad instead of french fries?
2. Are you **getting** any signal on your mobile?
3. Don't expect to **get** a high-paying job right out of school.

"Get" means "become":

1. I can definitely tell you're **getting** better.
2. Is your back **getting** stiff?
3. It's **getting** harder and harder to earn a living as a photographer.

"Get" means "go", "come", or "arrive":

1. My parents will be angry if I don't **get** home soon.
2. I was talking with this my friend who just **got** back from a holiday.
3. I will go to sleep as soon as I **get** home.

"Get" means "understand":

1. Do you **get** what I'm trying to say?
2. I don't **get** it.

"**Getting something done" for you:**

1. Did you **get** your room painted?
2. Where do you **get** your hair done?
3. When was the last time you **got** a haircut?"

Review: Verb Tenses

There are many verb tenses in English that help us express the time or manner in which a verb is done.

Present Tenses in English	**Examples**
Simple Present	She pets the cat.
Present Continuous	She is petting the cat.
Past Tenses in English	
Simple Past	She petted the cat.
Past Continuous	She was petting the cat.

Sometimes, more than one verb tense is used in a sentence. The **past continuous** and **past simple** tense are often used together. When this happens, the **past continuous** verb describes the background of the situation, and the **past simple** describes the action or event. Often, the **past simple** tense "interrupts" the action described by the **past continuous** verb.

- When I **woke** up this morning, the sun **was shining** and my mother **was cooking** breakfast.
- I **was playing** a game when the doorbell **rang**.

Notice the difference between these sentences:

- When they **arrived**, the bus **was leaving** (the bus already started leaving before they arrived).
- When they **arrived**, the bus **left** (the bus left after they arrived).

- Conjugate the verb in the parentheses.

1. When you called last night, I ____ (watch) my favorite TV show.
2. Armanj loves to see new places. He ____ (travel) abroad almost every summer.
3. Right now my brother ____ (eat) dinner and my sister ____ (put) her children to bed.
4. I _____ (break) my leg while I was rock climbing.
5. Sandra and I _____ (wait) for the bus when Ahmed _____ (arrive).
6. When we went into the shop on Saturday, we ____ (ask) the shop owner if he had any honey for sale.
7. When I ____ (meet) you, you _____ (work) as a waiter.
8. It _____ (rain) outside now. You should ____ (bring) an umbrella.

- Discuss the following with your friends.

- How do bees make honey?

- Write a paragraph about the health benefits of honey.

Proverb: **Actions speak louder than words**

Meaning: People express themselves with their actions instead of what they say.

Example: The candidate promised the people real change, but in the end, all he did was raise his own salary. Because **actions speak louder than words**, he was not elected again the next year.

Proverb: **Every cloud has a silver lining**

Meaning: No matter how bad a situation may be, there is always a good aspect to it.

Example: Everyone was very sad about the death in the family, but at least the funeral meant the entire family got to see each other for the first time in years. Even in the worst situation, **every cloud has a silver lining.**

Proverb: **Too many cooks spoil the broth**

Meaning: If too many people are involved in an activity or a task, it will not be done will.

Example: Jane's boss told six of his employees to write one small report. Jane told him that **too many cooks spoil the broth,** but he didn't listen. The report ended up being an inconsistent mess because too many people were working on it.

UNIT 7

Leisure Time

- Read the four texts. What topic do the four passages have in common?

Sa'ad (16 years old)

I'm what you call a bookworm. I find nothing more entertaining than staying at home and reading a good book. I read anything from adventure to science fiction. If I start reading a book, I don't put it down until I finish it. My parents are constantly complaining that I don't do anything else, but I've no intention of changing. I've recently started writing and I hope to write a best seller in the future. I also spend a lot of time in bookshops. Last week, I came across a book about famous writers. Since I started reading it, I've had the opportunity to learn that lots of writers had similar interests to mine when they were young, and it's nice to know that I'm not so out of the ordinary.

James (17 years old)

My idea of fun is anything that's related to sports. I've always been sporty and athletic and I'm willing to try whatever will get my adrenaline going. Unlike many people my age, I don't enjoy going out to cafés. I love doing things that keep me outdoors in the natural environment. I became a member of a rock climbing club about three years ago, and I must admit that I've had a lot of fun. I've met lots of interesting people and I've also been to a lot of interesting places. Besides this, I also find water sports great. I've been windsurfing for ages and I've also recently started taking scuba-diving lessons.

Faisal (18 years old)

I'm interested in surfing the internet and playing strategic games on my computer. I've been playing computer games ever since my father got me my first computer when I was six. When I'm not playing computer games, I tend to sit in my garden. My friends and I hang out at the local sports club so, although I'm not so athletic, I do get some exercise. I'm also interested in hanging out at the local mall where my friends and I either go to a restaurant or to a café.

Bob (19 years old)

I'm very sociable so I have lots of friends and love meeting people. At the weekends, I usually play tennis with my friends. When I was five, my father took me to the local tennis club and, since then, I have never stopped playing. I also love food so I go to restaurants very often. On top of that, I'm a member of a local football team, and we play every once in a while. We have a lot of fun practicing, but it's hard work, too. Since I joined the team, I've taken part in three matches, and I scored a few goals. It's not only fun but also very rewarding.

► **Read the four texts and decide if the statements are true or false.**

1. Sa'ad doesn't like books.
2. He considered that many writers had similar interests like him after reading a book about famous writers.
3. James is not interested in sport.
4. He likes going out and sitting in the cafés.
5. James visited many interested places.
6. Faisal and his friends spend a lot of time in swimming pool.
7. Bob is not an outgoing person.
8. Bob started playing tennis at the age of seven.

- Match the words / phrases in the text with their meanings.

1. bookworm	**a.** found by chance
2. constantly	**b.** a plan about what you will do
3. intention	**c.** ready to do something
4. came across	**d.** someone who likes reading very much**.**
5. willing	**e.** happening all the time

- Discuss the following with your friends.

- In your opinion, what is important when choosing a career?
- How much free time do you have?
- What do you like doing in your free time?

- Write a paragraph about your favorite hobbies.

Review: Perfect and Future Tenses

There are many verb tenses in English that help us express the time or manner in which a verb is done.

Perfect Tenses	**Examples**
Present Perfect	She has petted the cat.
Present Perfect Continuous	She has been petting the cat.
Past Perfect	She had petted the cat.
Past Perfect Continuous	She had been petting the cat.
Future Perfect	She will have petted the cat.
Future Perfect Continuous	She will have been petting the cat.
Future Tenses	
Simple Future	She will pet the cat.
Future Continuous	She will be petting the cat.

- Conjugate the verb in the parentheses.

1. We ____ (wait) for the bus for almost thirty minutes, but it _____ (not/arrive) yet.
2. The workers ____ (finish) the stadium by 2020.
3. When I ____ (taste) the eggs, I ___ (realize) I ____ (put) sugar instead of salt in them!
4. I _____ (work) for three years when I was injured on the job.
5. By six o'clock tomorrow, I ____ (drive) across the country to visit my mother.
6. Linda ____ (read) more than a dozen books this year.
7. I ____ (pay) for the meal if you don't have enough money.
8. I _____ (look) for my keys for almost an hour when I realized they were in my hand the whole time!

Proverb: **You can lead a horse to water, but you can't make it drink**

Meaning: You can give someone an advantage or an opportunity, but you can't force them to do anything.

Example: Jimmy was struggling in math class. Our teacher gave him many opportunities to succeed – she offered to meet with him after class and said she could give him extra practice questions. However, Jimmy refused all of the extra help, and ended up failing the class. **You can lead a horse to water, but you can't make it drink.**

Proverb: **Two wrongs don't make a right**

Meaning: Seeking revenge is not the way to solve a conflict. It only leads to more harm.

Example: The two families had been fighting for years. Every time one family member came to harm, the other family would always take revenge. Instead of realizing that **two wrongs don't make a right,** the fighting continued on for years and caused both families much pain and heartache.

Proverb: **He who makes no mistakes makes nothing**

Meaning: Someone who is so careful that they never make a mistake is unlikely to achieve anything. Mistakes help us learn.

Example: Ahmed was always nervous to speak in English class. He thought that the other students would laugh at him if he made a mistake.

When the teacher called on him one day, he used the wrong words, and hid his face in shame. "It's OK, Ahmed. Remember, **he who makes no mistakes, makes nothing** at all," She told him. "Making mistakes is the only way to truly learn."

UNIT 8

The Meaning of Color

Vocabulary List

mourning (n): an expression of sorrow for someone's death

ecological (adj): concerned with living things and their surroundings

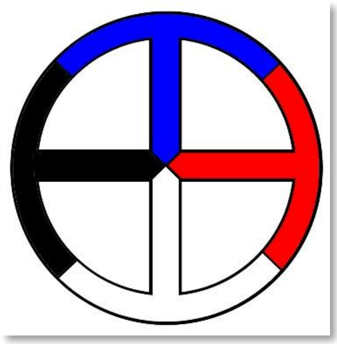
prosperity (n): the state of being wealthy and successful

mixture (n): a substance made by mixing two substances together

You probably know that colors can influence your mood and feelings, but did you know that colors mean different things in different cultures?

Take the color white, for example. In Western culture, white represents goodness and purity, while in Asian cultures, white is associated with funerals and **mourning**. In China, red is the color of good luck and **prosperity**. When the Chinese give gifts of money on special occasions, they usually put the money in a red envelope.

Chinese brides aren't dressed in white; they wear bright red wedding dresses. On the other hand, in the Western world, red represents danger, that is why warning signs and road signs are



often red. In the past, the Cherokee Indians of North America used to associate color with the four directions; that is, blue represented north, white represented south, red represented east and black represented west. These four colors had other meanings, too; blue meant defeat, white meant happiness, red meant success and black meant death. The Cherokees also used colored beads to achieve certain goals; for example, they associated red beads with good health.

Yellow is another color that has various meanings in different cultures. In Japan, yellow means courage. In China, the color yellow represents royalty, but in Myanmar, yellow is associated with mourning.

Green is one of the few colors that most cultures view as being a positive color; in both the East and the West, green is the color of health and life. For the ancient Egyptians, green symbolized hope and the joy of spring. In Ireland, it is a lucky color and, all over the world, green is a symbol of **ecological** awareness.

Learning about what meanings colors have in different cultures is interesting and satisfies our curiosity. It can also be very useful for travelers and in the world of business. Knowing what colors represent in other countries can help to increase our understanding of other cultures and help us avoid misunderstandings.

- Read the text again and answer the questions.

1. Where does the color white not mean something negative?
   - **a.** in Western culture
   - **b.** in Asian cultures
   - **c.** both a and b

2. In China, a red envelope
   - **a.** brings good luck
   - **b.** is given to brides
   - **c.** might contain some money

3. What color did the Cherokees think could help with health problems?
   - **a.** red
   - **b.** white
   - **c.** black

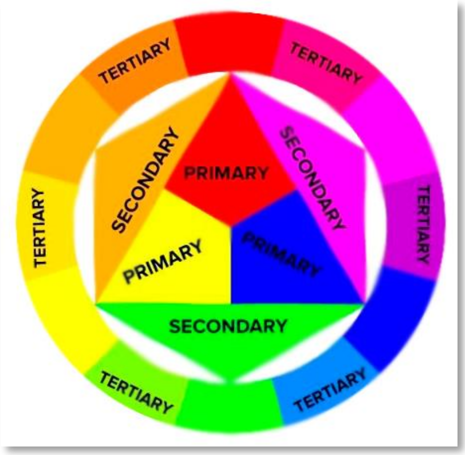
4. If you know what colors mean indifferent cultures,
   - **a.** you always succeed in business
   - **b.** you understand better the countries you visit and their people
   - **c.** you can make money

- Look at the words in the article and match them with their meanings.

1. influence	**a.** connect
2. associate	**b.** succeed in doing something
3. represent	**c.** consider
4. achieve	**d.** have an effect on
5. view	**e.** mean

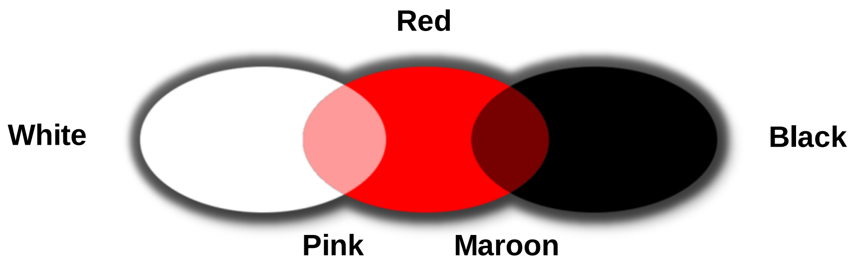
The traditional color wheel: **primary**, **secondary**, and **tertiary colors**

Here you can see a basic color wheel. It is based on 3 different types of colors: (**primary, secondary,** and **tertiary**).



The **color wheel** shows the relationships between the colors. The three primary colors are **red**, **yellow**, and **blue**; they are the only colors that cannot be made by mixing two other colors. The three secondary colors are **green, orange**, and **purple**; they are each a **mixture** of two primary colors. Their sort is halfway between the two primary colors that were used to mix them. On the color wheel, the secondary colors are located between the colors they are made from. The six tertiary colors (**red-orange**, **red-violet**, **yellow-green**, **yellow-orange**, **blue-green** and **blue-violet**) are made by mixing a primary color with an adjacent secondary color. On the color wheel, the tertiary colors are located between the primary and secondary colors they are made from. **Black, white** and **gray** are not true colors. They are considered to be neutral colors.

Value refers to how light or dark a color appears. To make a color lighter in value, white is added. A light color is called a tint of the original sort. For example, pink is a tint of red. To make a color darker in value, black is added. A dark color is called a shade of the original sort. Maroon is a shade of red.



Primary colors

Primary colors consist of **red**, **yellow**, and **blue**. These 3 kinds cannot be mixed or formed by any combination of other colors. Additionally, all other colors are created by mixing these three colors.

Red is a very strong color. It is a noticeable color that is often used on caution and warning signs. It is often associated with stop or “beware”. It’s a warm color that evokes a powerful emotion of passion, blood and war.

Yellow is the brightest color to the human eye. It represents youth, fun, happiness, sunshine and other light playful feelings. It is a cheerful energetic color.

Blue is a cool calming color that shows creativity and intelligence. It is a popular color among large corporations, hospitals and airlines. Blue has a calming effect on the mind. Blue is often used to represent the sea and the sky.

Secondary Colors

Secondary colors consist of **green**, **orange** and **purple**. Secondary colors are formed by mixing two primary colors.

Green is the color of nature and health. It represents growth, nature, money, fertility and safety. It is a relaxing color that is easy on the eye. It is often used to represent anything having to do with health or the earth.

Orange is a bright and warm color. It represents fire, the sun, fun, warmth and tropical images. It is considered a fun light color that has appetizing qualities to it. It easily grabs the attention.

Purple combines the stability of blue and the energy of red. Because purple dye used to be the most expensive color to produce, purple has often been associated with royalty. It symbolizes mystery, magic, power and luxury. Purple is often used to portray rich and powerful kings, leaders, wizards and magicians.

Tertiary Colors

Tertiary colors consist of **red-orange**, **yellow-orange**, **yellow-green**, **blue-green**, **blue-purple,** and **red-purple**. Tertiary colors are formed by mixing primary and secondary colors, resulting in the two-word names. It's easy to mix paints to make new colors. You can use the primary colors (red, blue, and yellow) plus black and white to get all of the colors of the rainbow.

- Answer the following questions.

1. **If you mix all the colors, what color will be formed?**
   - **a.** white
   - **b.** black
   - **c.** red
2. **When you mix blue and red, which color is formed?**
   - **a.** orange
   - **b.** purple
   - **c.** green
3. **Which colors are needed to form the color orange?**
   - **a.** yellow and blue
   - **b.** blue and red
   - **c.** yellow and red
4. **How many colors are tertiary colors?**
   - **a.** 6
   - **b.** 8
   - **c.** 5
5. **How are the secondary colors formed?**
   - **a.** mixture of tertiary colors
   - **b.** mixture of 2 primary colors
   - **c.** mixture of primary and secondary colors
6. **How are Tertiary colors formed?**
   - **a.** mixture of primary colors
   - **b.** mixture of secondary colors
   - **c.** mixture of primary and secondary color?

- Discuss the following with your friends:

- What is your favorite color and why?
- Choose a famous painting that you like, and talk about the colors in the painting. How do the colors affect the mood of the painting?

- Write a paragraph about the meanings of colors in different cultures. Compare the meanings in other cultures to the meanings of certain colors in your culture.

Verbs and Prepositions

Many verbs are followed by prepositions.
Sometimes more than one preposition can be correct depending on the use of the verb.

For example:

Agree on: They couldn't agree on the subject of foreign policy.

Agree with: I don't agree with a word of what you say.

- Draw a table like this in your notebook:

Verb + from	Verb + with	Verb + to

- Complete the table with the verbs in the box below. Some of the verbs may be followed by more than one preposition.

Argue- refer- suffer- die- cooperate- listen- agree associate- escape –fight- belong –choose- speak

- Complete the sentences below using verbs and prepositions from the exercise above.

1. The book is about how two men _________ prison.
2. Many people _________ allergies in the spring.
3. I ___________ Kareem; I think we should go by train.
4. Who does this jacket __________?
5. When students work together on projects, they learn how to ______ each other.

Proverb: Necessity is the mother of invention

Meaning: When you have a need for something, you are forced to find a creative way to achieve it.

Example: I accidentally locked myself out of my house last week. While I was thinking about how I would get in, my friend brought over a piece of wire fence from my garden and picked the lock. I couldn't believe she managed to solve my problem with a random object from my garden, but she just laughed and told me that **necessity is the mother of invention.**

Proverb: Speech is silver, silence is golden

Meaning: Sometimes not saying anything is better than saying even the most eloquent words.

Example: I love having my kids around, but sometimes I relish the time that they are at school. It's nice to finally have some peace and quiet. **Speech is silver, but silence is golden.**

Proverb: **People who live in glass houses shouldn't throw stones**

Meaning: People should not criticize others for having faults that they themselves have.

Example: People who live in glass houses shouldn't throw stones, so if you failed the exam, you shouldn't be laughing at George for failing it too.

UNIT 9

Writing a Story

Vocabulary List

stain (n): a colored patch or dirty mark that is difficult to remove

mysterious (adj): difficult or impossible to explain or identify

urgent (adj): requiring immediate action or attention

- Read the following story. Has the writer ended the story appropriately? How does he explain what happened that night?

An international magazine has organized a short story competition and you have decided to enter. The competition rules say that the story must end with the following words:

So, he realized it was a dream after all.

Late last Friday night, Kawa was watching TV when the phone rang. It was his cousin Kadar. He asked Kawa to meet him at the stadium. Before Kawa had time to say anything, Kadar said,

"Don't ask me why, just get here quickly. It's **urgent**!"

Kawa grabbed his jacket and ran to the stadium. It was dark in the stadium and he could hardly see. While Kawa was trying to find his cousin, he tripped and fell on the grass. Suddenly, all the lights turned on. Kawa looked around and saw Kadar standing on the field, dressed in black. There were some other people standing there, too but he couldn't figure out who they were.

Kadar spoke to Kawa in a deep voice. "Come with us."

Then, the lights went out and Kawa felt a cold wind blowing. He could hear Kadar’s voice fading away, telling him to follow them. The next thing he knew; he was back home in front of the TV again. Kawa thought he had been dreaming. But he looked at his jeans and they had grass **stains** on them. It was all very **mysterious**. Then he remembered playing football earlier that day. So, he realized it was a dream after all.

- Read the story again and answer the questions.

1. What tenses does the writer use to set the scene of the story in the first paragraph?
2. What tenses does the writer use throughout the story?
3. What did Kadar ask his cousin Kawa?
4. Why did Kawa trip and fall on the grass?

- Discuss the following with your friends.

- Have you ever had a dream that was so real that you thought it had actually happened? If so, tell the others about it.

- Write a short story about a dream you had seen before, using simple, compound and complex sentences.

Types of Sentences

There are three general types of sentences (simple, compound, and complex). They can help you vary the sentences in your writing.

Simple Sentences

A **simple sentence** is the most basic type of sentence. It has the most basic elements that make it a sentence: **a subject, a verb**, and a **completed thought.**

1. **Jin waited** for the train.
   Jin = subject
   waited = verb
2. **Mary and Samia took** the bus.
   Mary and Samia = compound subject
   took = verb
3. **I looked** for Mary and Samia at the bus station.
   I = subject
   looked = verb
4. **Mary and Samia arrived** at the bus station early but **waited** until noon for the bus.
   Mary and Samia = compound subject
   arrived and **waited = compound verb**

The use of compound subjects, compound verbs, prepositional phrases (such as "at the bus station"), and other elements help lengthen simple sentences, but simple sentences are often short. The use of too many simple sentences can make writing choppy and can prevent it from flowing smoothly. **A simple sentence** can also be referred to as an **independent clause**. It is referred to as "independent" because, while it might be part of a compound or complex sentence, it can also stand by itself as a complete sentence.

Compound Sentences

A **compound sentence** refers to a sentence made up of two independent clauses (or complete sentences) connected to one another with a coordinating conjunction. These are the coordinate conjunctions that connect two independent clauses together:

for, and, nor, but, or, yet, so

1. Jin waited for the train, **but** the train was late.
2. I looked for Mary and Samia at the bus station, **but** they arrived at the station before noon **and** left on the bus before I arrived.
3. Mary and Samia arrived at the bus station before noon, **and** they left on the bus before I arrived.
4. Mary and Samia left on the bus before I arrived, **so** I did not see them at the bus station.

Coordinating conjunctions are useful for connecting sentences, but compound sentences often are overused. While coordinating conjunctions can show a relationship between the two independent clauses in the sentence, they sometimes do not indicate much of a relationship. The word **and,** for example, only adds one independent clause to another, without showing how the two parts of a sentence are related. Too many compound sentences that use **and** can weaken writing. Clearer and more specific relationships can be established through the use of **complex sentences**.

Complex Sentences

A **complex sentence** is made up of an independent clause and at least one dependent clause. A dependent clause is similar to an independent clause, or complete sentence, but it lacks one of the elements that would make it a complete sentence.

1. **Because** Mary arrived at the bus station before noon,
2. **While** he waited at the train station,
3. **After** they left on the bus,

Dependent clauses such as those above cannot stand alone as a sentence, but they can be added to an **independent** clause to form **a complex sentence.** Dependent clauses begin with **subordinating conjunctions**, like the ones below:

after, although, as, because, before, even though, if, since, though, unless, until, when, whereas, wherever, while

A complex sentence joins an independent clause with one or more dependent clauses. The dependent clauses can come first in the sentence. When the dependent clause comes first, a comma should always be used to separate the clauses.

1. **Because** Mary arrived at the bus station before noon, I did not see her at the station.

2. **While** he waited at the train station, Joe called his mother.

3. **After** they left on the bus, Mary and Samia realized that Joe was waiting at the train station.

Conversely, the independent clauses can go first in the sentence, followed by the dependent clause. In these situations, a comma should not be used.

1. I did not see them at the station because Mary and Samia arrived at the bus station before noon.
2. Joe realized that the train was late while he waited at the train station.
3. Mary and Samia realized that Joe was waiting at the train station after they left on the bus.

Complex sentences are often more effective than compound sentences because a complex sentence shows clearer and more specific relationships between the main parts of the sentence. The word **before,** for instance, tells readers that one thing occurs before another. A word such as **although** conveys a more complex relationship than a word like **and** conveys.

The term **periodic sentence** is used to refer to a complex sentence beginning with a dependent clause and ending with an independent clause, as in **"While he was waiting at the train station, Joe realized that the train was late."**

Periodic sentences can be especially effective because the completed thought occurs at the end of it, so the first part of the sentence can build up to the meaning that comes at the end.

- Choose the correct answer.

1. Dara stayed at home yesterday.

a. simple **b.** compound **c.** complex

2. Lisa apologized to the manager because she was late.

a. simple **b.** compound **c.** complex

3. Go and clean your room.

a. simple **b.** compound **c.** complex

4. If you want to go to the mall, you'll have to clean your room

a. simple **b.** compound **c.** complex

5. Don't wait!

a. simple **b.** compound **c.** complex

6. When I grow up, I want to be a fireman.

a. simple **b.** compound **c.** complex

7. I want a new doll, but I haven't saved enough money yet.

a. simple **b.** compound **c.** complex

8. Jamal wants to go to the movies, but he doesn't have enough money.

a. simple **b.** compound **c.** complex

9. If I want to get a good grade, I'll have to study more.

a. simple **b.** compound **c.** complex

Proverb: The darkest hour comes before dawn

Meaning: Just when an experience or a period of time seems unbearable, it starts to improve.

Example: When I was depressed, my friends tried to remind me that **the darkest hour comes before dawn**, and that my situation would improve soon enough.

Proverb: If you want something done right, do it yourself

Meaning: You cannot always rely on other people to do something properly for you.

Example: Tony told one of the workers at his company to write a report about the company's expenses that year. The worker must not have done a very good job, because that evening, I saw a frustrated Tony rewriting the entire report over again. "**If you want something done right,** I guess you have to **do it yourself**," he muttered to himself as I walked past him.

Proverb: A man is known by the company he keeps

Meaning: People are usually associated with the people that they hang out with.

Example: Sammy is a good guy, but he always hangs out with friends who are bad influences. They often skip school and are always smoking cigarettes. When the biggest shop in town was robbed by some of his friends, the police questioned Sammy too. "Why did they think I had anything to do with the robbery?" Sammy asked me angrily. "I wasn't anywhere near the shop."

"**A man is known by the company he keeps,"** I replied, "And everyone knows that you hang out with the boys who robbed the shop. Maybe it's time to look for some new friends."

UNIT 10

Electronic Learning

Electronic learning is the use of electronic media, like computers, the internet, or films. This type of learning can be used in an unlimited amount of settings, as long as the setting has access to the electronic technology that is required for the lesson.

Although many people may immediately think of online education or the usage of computers in classrooms when they hear the term "electronic learning", educational technologies have been used for a long time. For example, films were used in classrooms as early as the 1940s to educate students about a number of topics, such as hygiene, puberty, morality, and scientific subjects.

Electronic learning, like all educational concepts, has changed and adapted to the times. For example: Whereas a teacher in the 1940s might have used a film reel to interest students in a particular subject, a teacher in 2013 might use a DVD film or an online YouTube video. Modern technology, often allows students to experience more complex or interactive lessons than older technology. Nowadays, there are many different types of technology:

Audio Technology

Audio technologies include radio and cassette tapes; however, these are older and are rarely used in classrooms today. Newer technologies may include songs or audio streams from the internet.

Video Technology

The first video technologies used in classrooms were film reels and VHS tapes. Now, most video technologies are found on the internet, like YouTube videos. Advances in video technology have also allowed people to give lectures and lessons from across the world using webcam services like Skype.

Computer Technology

Computer technology is the use of computers in classrooms. As early as the 1990s, educational video games were used to teach students. For example, the game Oregon Trail was a simulation of pioneers travelling to the American West. Because the internet and computers are so central to our everyday lives nowadays, classrooms have begun to use computers during lessons to teach students about computer use. Students can also use the Internet to find more information on subjects they are interested in.

Language Learning with Technology

There are many sites and programs for language learning on the Internet. Some of them offer simple lessons. Others are far more interactive, allowing students to connect with experienced language teachers. Some of the most useful sites for language learning connect students with pen pals or conversation partners. The Internet allows students living thousands of kilometers away from each other to improve their language skills, and make new friends along the way.

- In your notebook, write whether the following statements are true or false. If a statement is false, write the correct statement.

1. Electronic learning has only been used in education in the last five years.
2. Audio technology includes DVD films and film reels.
3. Webcam technologies like Skype allow people to give lessons from across the world.
4. As early as the 1950s, students played educational video games like Oregon Trail.
5. Students can use the internet to research subjects they are interested in.
6. There is no way for students to use the Internet to help improve their language skills.

Adjectives and Prepositions

Many adjectives are followed by prepositions.

- Draw a table like this in your notebook:

Adjective + to	Adjective + about	Adjective + for	Adjective + of

- Complete the table with the adjectives in the box below. Some of the verbs may be followed by more than one preposition.

aware   full   similar   curious

jealous   famous   suitable   serious

harmful   responsible   relevant   nervous

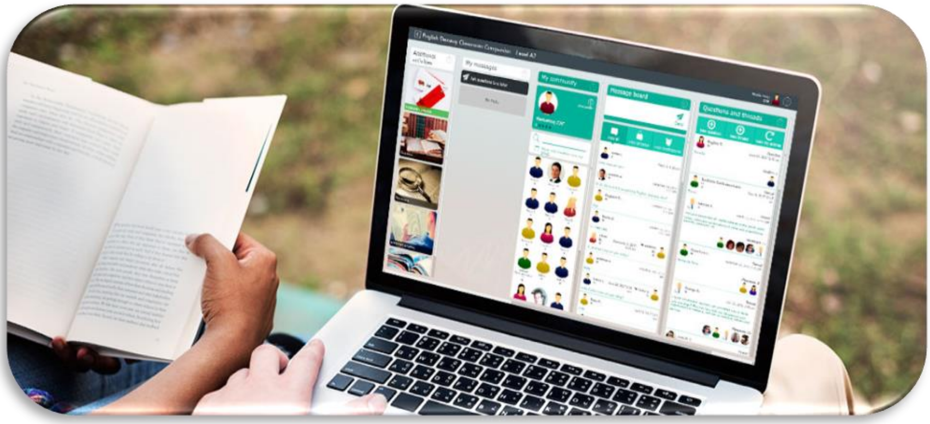
- Complete the sentences below using the adjectives and prepositions from the previous exercise.

1. Even though I studied a lot last night, I'm __________ my history test today.
2. I don't understand how your question is __________ our class discussion.
3. People should always be held _____________ their own mistakes and not blame others.
4. This sauce is very __________ a sauce I had in China.
5. I don't think people are __________ the extent of the damage that has been done.
6. Because the film shows graphic war scenes, it is not _________ young children.
7. I am _______ taking care of my siblings while my parents are away.
8. The book was ______ very emotional and meaningful poems.
9. Chocolate is _______ dogs – it can make them very sick, or even kill them.
10. My brother was very _______ of me, because my parents let me stay up late to watch a film while he had to go to sleep early.

- Discuss the following with your friends.

- Have you ever used the internet to learn about a topic you are interested in? What did you learn?
- Do you ever use the Internet to help you with your language learning? If so, how do you use it?

- **Write a paragraph about the advantages of learning via the Internet.**



Proverb: **Even a broken clock is right twice a day**

Meaning: Even someone unreliable can be right about something on accident.

Example: Thomas is bad at math. One day he saw me doing my math homework and insisted that I had the wrong answer. Because I knew he was bad at math, I ignored him. However, when I got to school, it turned out that he was right! Though he doesn't know math very well, I suppose he got lucky, and **even a broken clock is right twice a day.**

Proverb: **All that glitters is not gold**

Meaning: Just because something is shiny or attractive does not mean it is valuable.

Example: I bought a beautiful gold watch at the jewelers, but it stopped working after only a few weeks. **All that glitters is not gold.**

Proverb: The pen is mightier than the sword

Meaning: Sometimes thinking and writing have a greater effect than violence.

Example: As India struggled for its independence from the British, many Indian writers and poets published works that inspired the masses to protest their occupation. Because oftentimes, **the pen is mightier than the sword**, the Indian revolution was one of the only non-violent revolutions in world history.

UNIT 11

Social Media

Vocabulary List

increasingly (adv): to an increasing extent; more and more

exchange (v): to give something and receive something similar in return

regardless (adv): in spite of; despite the circumstances

promote (v): to support the progress of something

obscene (adj): offensive or disgusting according to moral or ethical standards

rumor (n): a story or report that may not be true

In today's society, social media has become **increasingly** popular in our everyday lives. They give people across the world the ability to **exchange** messages, share knowledge, and interact with each other, **regardless** of the distance that separates them. Social media can also help people learn about other cultures. Learning about other cultures can **promote** understanding, and can also help immigrants prepare to integrate into a new society. Research shows that immigrants use social media in two ways: to become more integrated into their new culture, and to maintain connections in their home countries. While cultures around the world value their individual traditions, beliefs, and norms that make them unique, social media links people around the world regardless of differences and distance. People across the globe can interact with each other within seconds.

Social media is also a way to create content. It is no longer necessary for a writer to spend months trying to get a book published at a publishing house. Musicians do not have to travel from radio station to radio station hoping that someone will play their music. An artist does not have to spend years working to get just one of their paintings in a museum. In seconds, people can upload their art, writing, and music to social media. However, there are also downsides. While social media means that everyone is a publisher, it also means that everyone is a critic.

In social media, people have the opportunity to express their opinions to the public and participate in conversations and dialogue. Publishing something on social media means that anyone can see it, and anyone can comment on it. Some comments on social media can be rude, hurtful, or even **obscene**. Bullying is very common on social media. It is important that people carefully choose what information they post on social media. Bullies can use personal information to extend the bullying from the Internet to real life. Nowadays, employers often look at a potential employee's social media profiles. If they see something that is inappropriate, it may affect their decision to hire that employee.

Misinformation is also common on social media sites. Social media sites are common places for **rumors** to spread. It is important that people always double-check what they read on social media sites, because it may not be true.

Facebook is an example of social media that allows the exchange of messages between people across the world. Facebook was created in 2004 by Mark Zuckerberg, whose mission was to bring people from different backgrounds together and encourage interaction. There are over 2.3 billion users in the world. It provides a common medium for exchanging messages, and many people around the globe can use it to communicate and collaborate. Facebook is available in over 100 languages, and about 80% of users are outside the U.S. If Facebook was a country, it would be the largest in the world!

YouTube is a video-sharing website that began in 2005 that allows users to upload, rate, and share videos. Users can also comment on videos and participate in discussions and conferences. YouTube has over 1.3 billion users, and over 300 hours of video are uploaded to the site every minute. Many small businesses use YouTube to promote their business to other countries. Every type of video can be found on YouTube, from comedy sketches to documentaries and even educational courses.

Twitter is a social-networking site created in 2006 to relay real time information to users. It is a form of social media that allows people to communicate information through photos, videos, and 280-character messages called "tweets". People use tweets to talk about their daily activities and to seek or share information. Users can also share, or "retweet" tweets in order to start conversations with other users. Many people follow their friends on this site in order to keep up with their daily lives. Many celebrities have twitter to allow their fans to learn about special events, like upcoming films and concerts. Even famous politicians, like presidents and members of parliaments, use Twitter to reach large sections of their countries' populations.

- Answer the following questions.

1. What can social media provide for people?
2. Why do people tend to use new social media according to the research?
3. Why is new social media an important part in our lives?
4. What do you understand from this statement "everyone is a publisher and everyone is a critic"?
5. Who created Facebook?
6. Does social media take care of the factor of the distance and how?
7. Why do many companies use videos?
8. What is Twitter?

Proverb: **You can't make an omelet without breaking a few eggs**

Meaning: Sometimes you have to make sacrifices in order to accomplish something.

Example: In order to pay for the new hospital, the city had to raise taxes on its citizens. The citizens were angry, but **you can't make an omelet without breaking a few eggs** first.

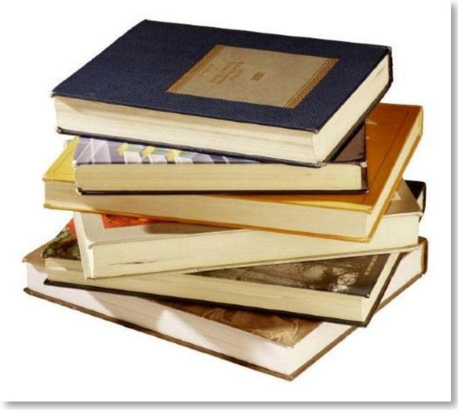
Proverb: **Don't put all your eggs in one basket**

Meaning: Don't depend on a single plan for your success. Don't put all of your effort towards one thing.

Example: My brother wants to study engineering at university. He refuses to consider anything else. The program is very difficult to get into. "Maybe you shouldn't **put all your eggs in one basket,**" I told him. "You should have another plan, just in case you aren't accepted into the engineering program."

Proverb: You can't judge a book by its cover

Meaning: You cannot know what something or someone is like just because of their appearance.



Example: From the outside, the restaurant looked small and cramped. But when we sat down for a meal, the food was the most delicious meal we had ever eaten. I'm glad that we **didn't judge a book by its cover** and decided to give the restaurant a try.

Essays

An essay is a short piece of writing that expresses both factual information and the opinion of the writer. Essays are common in all levels of school, from elementary school to the university level. They are often required in the business world as well, though they are usually called "reports" outside of school.

Essays can seem like very difficult things to write, but if you go step by step, you will find that they are not so difficult.

1. Choose your topic.

Sometimes, the essay topic has been chosen for you. If it is not, you should start by thinking about the purpose or goal of your essay. For example, do you want to persuade people, or simply give them information? After thinking about the purpose for your essay, start to brainstorm different topics. Make a list of subjects that interest you. Make some notes, and pick the best topic that suits your purpose. Make sure not to make the topic too general. While "Cats" may be good if you are writing a general overview, you may want to try a more specific topic, like "The Benefits of Owning a Cat" or "Portrayals of Cats in Art".

2. **Write an outline.**

To start, write your topic at the top of the page. Then, write the numbers 1, 2, and 3 spread out down the left side of the page. Next to each number, write down the main points you want your essay to make. Then, under each number, write the letters a, b, and c. Next to each letter, write down facts or information that support each point.

3. **Write a thesis statement.**

Now that you have your outline, it is time to write a thesis statement. The thesis statement tells the reader what your essay is about. A thesis statement has two parts: the first is the topic of your essay, and the second states the point of the essay. It can also simply state the three main ideas that you wrote in your outline.

Thesis Statement	
Part 1	**Part 2**
Having a cat as a pet	has scientifically proven benefits.
The frequent portrayal of cats in art	shows the special relationship that cats have with humans.
Having a cat as a pet	can provide benefits to physical health, boost mental health, and provide companionship for the lonely.

4. Write the body of the paper.

Each of the main points you wrote down in your outline will be one of your body paragraphs. Start by writing down your main idea as a complete sentence.

Idea	Sentence
has physical health benefits	Having a cat in your life can have positive effects on your physical health.

Next, write down each of your supporting points under the sentence. Leave some space under each point. In these spaces, write down the facts or information that supports these points.

Supporting Point	Information
Scientists have found that there are real advantages to owning a cat.	Studies have shown that owning a cat can reduce your risk of heart disease and stroke by 30 percent. The frequency of a cat's purr can actually have healing effects on joints and muscles. Having a cat can cause the release of chemicals in your brain that lower your stress and anxiety levels.

5. **Write the introduction.**

The introduction of your essay should draw the reader in and grab their attention. There are several ways to do this. One way is to provide shocking or interesting information – something the reader isn't likely to know already. You can use an anecdote, or a short story, to illustrate your point. Summarizing is also a good tool – starting with very general information and getting more specific until you reach your thesis. Whatever tool you use to create your introduction, it should end with your thesis statement.

6. **Write the conclusion.**

The conclusion is a summary of what you have written in the body of the essay. It brings together all the information and brings closure to the reader. It only needs to be a single paragraph. It should restate the main points of your essay, but in a slightly different way.

7. **Review and edit.**

Any good essay has multiple drafts. Make sure the order of your paragraphs makes sense. Put weaker paragraphs in the middle, and stronger ones at the beginning and end. Then, check your formatting. Make sure margins and spacing are all correct. Finally, make sure the essay makes logical sense, make sure the sentences flow smoothly, and check for spelling and grammar errors. You should read your essay multiple times from start to finish before you turn it in.

- **Write an essay about social media.**

Lesson Plan Distribution for the Academic Year

The week / The month	The first week	The second week	The third week	The fourth week
September			Unit 1	Unit 1
October	Unit 1	Unit 2	Unit 2	Unit 2
November	Unit 3	Unit 3	Unit 3	Unit 4
December	Unit 4	Unit 4	Unit 5	Unit 5
January	Unit 5	**Evaluation**	**Holiday**	**Holiday**
February	Unit 6	Unit 6	Unit 7	Unit 7
March	Unit 8	Unit 8	Unit 9	Unit 9
April	Unit 10	Unit 10	Unit 11	Unit 11
May	Unit 11	**Evaluation**		